

## Baron DeKalb Elementary

2684 Baron DeKalb Rd.  
Camden, South Carolina 29020

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	183 Students	
<b>Principal</b>	Lisa Shannon	803-432-2483
<b>Superintendent</b>	Herbert M. Berg, Ed.D.	803-432-8416
<b>Board Chair</b>	Dana A. Morris	803-432-4391

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	74	33	3

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Good	Unsatisfactory	Yes
<b>2006</b>	Average	Unsatisfactory	Yes

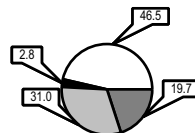
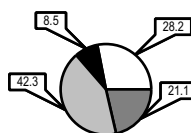
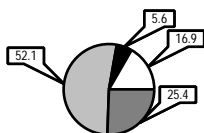
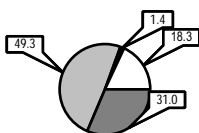
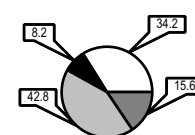
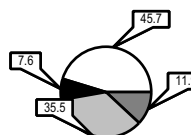
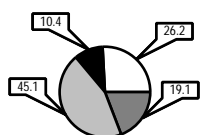
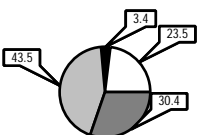
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	77	98.7	18.3	49.3	31.0	1.4	47.9	Yes	Yes
<b>Gender</b>									
Male	45	97.8	20.9	44.2	34.9	0.0	48.8	N/A	N/A
Female	32	100.0	14.3	57.1	25.0	3.6	46.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	46	97.8	12.5	57.5	30.0	0.0	50.0	Yes	Yes
African American	29	100.0	24.1	41.4	31.0	3.4	44.8	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	59	98.3	9.4	52.8	35.8	1.9	52.8	N/A	N/A
Disabled	18	100.0	44.4	38.9	16.7	0.0	33.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	77	98.7	18.3	49.3	31.0	1.4	47.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	77	98.7	18.3	49.3	31.0	1.4	47.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	57	98.2	17.3	55.8	26.9	0.0	44.2	Yes	Yes
Full-pay meals	20	100.0	21.1	31.6	42.1	5.3	57.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	77	98.7	16.9	52.1	25.4	5.6	46.5	Yes	Yes
<b>Gender</b>									
Male	45	97.8	14.0	48.8	32.6	4.7	46.5	N/A	N/A
Female	32	100.0	21.4	57.1	14.3	7.1	46.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	46	97.8	7.5	60.0	27.5	5.0	47.5	Yes	Yes
African American	29	100.0	31.0	41.4	20.7	6.9	44.8	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	59	98.3	11.3	58.5	22.6	7.5	50.9	N/A	N/A
Disabled	18	100.0	33.3	33.3	33.3	0.0	33.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	77	98.7	16.9	52.1	25.4	5.6	46.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	77	98.7	16.9	52.1	25.4	5.6	46.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	57	98.2	21.2	42.3	30.8	5.8	48.1	Yes	Yes
Full-pay meals	20	100.0	5.3	78.9	10.5	5.3	42.1	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	77	98.7	28.2	42.3	21.1	8.5	29.6
<b>Gender</b>							
Male	45	97.8	30.2	34.9	27.9	7.0	34.9
Female	32	100.0	25.0	53.6	10.7	10.7	21.4
<b>Racial/Ethnic Group</b>							
White	46	97.8	20.0	45.0	27.5	7.5	35.0
African American	29	100.0	37.9	41.4	10.3	10.3	20.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	59	98.3	20.8	45.3	22.6	11.3	34.0
Disabled	18	100.0	50.0	33.3	16.7	0.0	16.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	77	98.7	28.2	42.3	21.1	8.5	29.6
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	77	98.7	28.2	42.3	21.1	8.5	29.6
<b>Socio-Economic Status</b>							
Subsidized meals	57	98.2	32.7	40.4	19.2	7.7	26.9
Full-pay meals	20	100.0	15.8	47.4	26.3	10.5	36.8

<b>Social Studies</b>							
All Students	77	98.7	46.5	31.0	19.7	2.8	22.5
<b>Gender</b>							
Male	45	97.8	41.9	30.2	23.3	4.7	27.9
Female	32	100.0	53.6	32.1	14.3	0.0	14.3
<b>Racial/Ethnic Group</b>							
White	46	97.8	42.5	27.5	25.0	5.0	30.0
African American	29	100.0	51.7	34.5	13.8	0.0	13.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	59	98.3	39.6	37.7	20.8	1.9	22.6
Disabled	18	100.0	66.7	11.1	16.7	5.6	22.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	77	98.7	46.5	31.0	19.7	2.8	22.5
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	77	98.7	46.5	31.0	19.7	2.8	22.5
<b>Socio-Economic Status</b>							
Subsidized meals	57	98.2	50.0	28.8	19.2	1.9	21.2
Full-pay meals	20	100.0	36.8	36.8	21.1	5.3	26.3

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	24	100.0	15.8	21.1	52.6	10.5	63.2
	4	31	96.8	11.5	73.1	15.4	0.0	15.4
	5	22	100.0	10.0	55.0	35.0	0.0	35.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	27	100.0	16.7	33.3	45.8	4.2	50.0
	4	28	96.4	12.0	52.0	36.0	0.0	36.0
	5	22	100.0	27.3	63.6	9.1	0.0	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	24	100.0	15.8	42.1	36.8	5.3	42.1
	4	31	100.0	7.4	55.6	18.5	18.5	37.0
	5	22	100.0	5.0	50.0	30.0	15.0	45.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	27	100.0	12.5	50.0	29.2	8.3	37.5
	4	28	96.4	20.0	44.0	28.0	8.0	36.0
	5	22	100.0	18.2	63.6	18.2	0.0	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	24	100.0	42.1	26.3	21.1	10.5	31.6
	4	31	100.0	37.0	37.0	18.5	7.4	25.9
	5	22	100.0	30.0	40.0	25.0	5.0	30.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	27	100.0	25.0	45.8	25.0	4.2	29.2
	4	28	96.4	20.0	44.0	20.0	16.0	36.0
	5	22	100.0	40.9	36.4	18.2	4.5	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	24	100.0	21.1	21.1	26.3	31.6	57.9
	4	31	100.0	29.6	55.6	14.8	0.0	14.8
	5	22	100.0	20.0	70.0	10.0	0.0	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	27	100.0	20.8	54.2	25.0	0.0	25.0
	4	28	96.4	56.0	12.0	28.0	4.0	32.0
	5	22	100.0	63.6	27.3	4.5	4.5	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 183)</b>				
First graders who attended full-day kindergarten	88.0%	Up from 76.7%	100.0%	100.0%
Retention rate	4.3%	Up from 2.3%	3.6%	2.8%
Attendance rate	95.8%	Up from 95.6%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	7.1%	Down from 10.5%	8.3%	10.4%
On academic plans	38.5%	N/AV	40.6%	33.6%
On academic probation	0.0%	N/AV	0.7%	1.0%
With disabilities other than speech	8.9%	Up from 6.1%	8.5%	7.5%
Older than usual for grade	0.0%	Down from 0.6%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.5%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 13)</b>				
Teachers with advanced degrees	61.5%	Up from 23.1%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.6%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	84.8%	Up from 77.6%	87.3%	87.3%
Teacher attendance rate	94.5%	Up from 91.1%	95.1%	94.9%
Average teacher salary	\$37,614	Up 6.1%	\$42,269	\$42,485
Prof. development days/teacher	8.0 days	Down from 9.3 days	13.3 days	13.3 days
<b>School</b>				
Principal's years at school	1.0	Down from 12.0	3.5	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 18.4 to 1	18.0 to 1	18.6 to 1
Prime instructional time	90.0%	Up from 84.7%	89.8%	89.7%
Dollars spent per pupil*	\$6,631	Up 3.2%	\$6,647	\$6,557
Percent of expenditures for teacher salaries*	58.4%	Up from 53.4%	64.0%	64.0%
Percent of expenditures for instruction*	62.4%		69.0%	69.1%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	5.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Baron DeKalb Elementary School continues to be a special place where Eagles can Grow, Learn, and Change as time progresses. Our goals and objectives focus on achieving academic success through an open, positive and supportive learning environment where all stakeholders share in continuous improvement set by high expectations.

We worked this year to accommodate the varied needs of each and every student by differentiating instructional delivery. Teachers have committed many long hours to ensure that each and every student experiences success in a unique way that is tailored to the student. An increase in student gains is expected to continue as we provide a well-rounded educational experience through innovative and challenging instructional programs and opportunities.

Big Splash, our after-school program provided through a 21st Century Center Grant, provided enrichment for our students throughout the year. Students were able to receive additional tutelage as well as experience enrichment activities sponsored by community members and organizations such as 4-H.

Baron DeKalb is a Title I school with 73% of the students receiving free or reduced lunch. With the aid of these funds, we are able to provide a certified science lab teacher for hands-on implementation of science lessons, a certified computer lab teacher for enrichment through technology, a full-time curriculum coach, and a full-day child development program. Eighty-eight percent of students enrolled in this program scored gains of 40% or better on the Dial-R.

Five of our teachers received their master's degrees this fall. Some are continuing their educational expertise by initiating the National Board Certification process while others are looking to pursue their doctorates.

Baron DeKalb was recognized by the Education Oversight Committee for closing the achievement gap as indicated by PACT scores. We also received top ten scores in the state for fifth grade in English/Language Arts, math, science, and social studies and fourth grade math.

Our Parent Teacher Organization and School Improvement Council (SIC) continue to stress the importance of a community school where openness, teamwork, and positive school/home relationships help provide an environment that is conducive for student achievement. Baron DeKalb will always be a place for community learners as we continue to strive to establish a school climate where children are happy, healthy learners.

Lisa Shannon, Principal  
Pamela Truesdale, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	12	21	12
Percent satisfied with learning environment	100.0%	70.0%	75.0%
Percent satisfied with social and physical environment	90.9%	75.0%	91.7%
Percent satisfied with school-home relations	81.8%	76.2%	63.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.